

Education Strategy

2025-2030



Contents

Foreword	3
Introduction.....	4
Purpose	4
Drivers for Change.....	6
Components of the Education Strategy.....	7
Objectives	8
1. To develop a competent, capable, caring and sustainable workforce	9
2. To lead the way in research, innovation and improvement within healthcare education.....	10
3. To influence healthcare education and partnerships across the system	11
4. To provide high quality inclusive learning environments with a culture for lifelong learning.....	12
5. To support and empower educators, trainers, supervisors and assessors...	13
6. To maximise the use of resources and funding to ensure sustainable high-quality education and training.....	14
Delivering our strategy	15



Foreword

I am delighted to present our Trust's latest Education Strategy, which outlines our key objectives and a framework to support our ambition to be a leader in healthcare education and workforce development. We aim to enhance our reputation for providing quality training, whilst looking outwards and developing strong relationships with partners, and moving forward with a renewed focus on education innovation and research.

The NHS long-term workforce plan will provide opportunities as we increase placement capacity, explore innovative methods of education delivery and support the development of new career pathways in the NHS. We know that a great place to train should be a great place to work, so we all have a role to play in delivering a positive experience for our learners and to encourage them to become our future colleagues.

We are well placed to face the challenges ahead and can be confident that all our work will benefit the future workforce and ultimately the community of Bradford and surrounding areas.

**Dr David Robinson,
Director of Education**



As we look ahead to 2025-2030, Bradford Teaching Hospitals is proud to introduce a new Education Strategy that places learning, development, and the future of our workforce at the heart of everything we do. In a rapidly evolving healthcare landscape, it is essential that our workforce is equipped to meet current challenges and empowered to lead the future of healthcare.

Our strategy is designed to ensure that every employee, across all roles and disciplines, has access to the tools, knowledge, and support they need to thrive in this dynamic environment.

This plan goes beyond traditional education and training. It embraces the concept of lifelong learning and professional growth, providing tailored Continuing Professional Development (CPD) opportunities for all our employees. Whether you are a clinician, nurse, allied health professional, or part of our vital non-clinical workforce, this strategy ensures that you can pursue excellence, enhance your skills, and continue to make a meaningful impact in your role.

As we look ahead to 2030, we are committed to fostering a culture of inclusivity, innovation, and continuous improvement. This strategy is a call to action for all of us—to embrace the opportunities ahead, to take ownership of our professional development, and to work together in creating a brighter future for Bradford Teaching Hospitals.

**Faye Alexander,
Head of Education**





Introduction

The next five years present a pivotal opportunity for Bradford Teaching Hospitals NHS Foundation Trust (BTHFT) to lead in healthcare education, innovation, and collaboration, while meeting the growing and changing needs of our patients and communities. As we recover and adapt to the lasting impacts of the pandemic, our workforce must be equipped with the skills, knowledge, and resilience to address evolving healthcare needs. Our vision is to be “an outstanding provider of healthcare, research, and education, and a great place to work,” and central to this is fostering a culture of continuous learning and development.

This Education Strategy outlines our plan to build a robust learning environment that equips our people with the knowledge, skills, and capabilities to navigate both current and future challenges. It also highlights our commitment to working closely with the local community, ensuring that our workforce is prepared to meet the specific health challenges faced by Bradford and surrounding areas. Over the next five years, we will focus on developing a flexible, highly skilled workforce that can adapt to a post-pandemic world, embrace new technologies, and thrive within an interconnected education ecosystem. By nurturing talent and fostering collaboration in education, research, and innovation, we aim to deliver lasting improvements in healthcare for the benefit of both our people and the communities we serve.

Purpose

The purpose of this strategic document is to set out our proposals for creating a systematic approach to identifying and responding to the learning and development needs of the organisation and its people.



Our Vision, Objectives and Values

Our Vision

To be an outstanding provider of healthcare, research and education and a great place to work

Our Objectives

Quality



To provide outstanding care for patients, delivered with kindness

Improvement



To be a continually learning organisation and recognised as leaders in research education and innovation

People



To be one of the best NHS employers, prioritising the health and wellbeing of our people and embracing equality, diversity and inclusion

Partnership



To collaborate effectively with local and regional partners to reduce health inequalities and achieve shared goals

Sustainability



To deliver our financial plan and key performance targets

Our Values



We Care



We value people



We are one team

Drivers for Change

Internal Drivers	External Drivers	Regulation and Compliance
<ul style="list-style-type: none">• BTHFT Strategies:<ul style="list-style-type: none">- Corporate Strategy- Nursing and Midwifery Strategy- Clinical Professions Strategy- Patient Experience and Engagement Strategy- Equality, Diversity, and Inclusion Strategy- Quality Improvement Strategy• Green Plan• Staff Survey• Learner Feedback• Patient Needs• Patient Feedback• Levels of staff attrition, vacancies, numbers of new recruits• Incidents, Risk Assessments and Safety Events• Financial Position• Resources• Need for new and extended roles	<ul style="list-style-type: none">• NHS Long Term Workforce Plan• Chief Nursing Officer Strategy• Patient Safety Strategy• Apprentice Funding Rules• NHSE Educator Workforce Strategy• GMC Good Medical Practice (2024)• GMC The state of medical education and practice in the UK• NHSE Preparing the healthcare workforce to deliver the digital future• West Yorkshire ICB Placement Strategy• Statutory Requirements• NHSE Funding Agreement• NHS People Promise• Improving the Working Lives of Doctors in Training	<ul style="list-style-type: none">• CQC Standards of Care• Equality Delivery System• Professional Bodies e.g. GMC, NMC, HCPC• NHSE/Deanery/Royal College requirements• Apprenticeship Levy rules• Employment Checks/ Safeguarding




Components of the Education Strategy

Overarching strategic aim

The overarching strategic aim of this strategy is to ensure we have a diverse workforce that is appropriately educated, trained and skilled to deliver safe, efficient, and effective care to meet the multiple healthcare needs of the local population and that our people are prepared to work in the ever-changing NHS. Bradford's diverse local population requires a workforce that reflects this diversity and is sensitive to the unique cultural needs of our patients. In addition to building a diverse workforce, education plays a key role in enhancing cultural awareness and understanding.

Key Objectives

Considering the previously outlined drivers for change and our roles as both an employer and provider of education, we have identified six key objectives to achieve over the next five years. These objectives will enhance our education provision, ensure we remain a great place to work and train, and support the overarching goals of the Education Strategy. Our objectives are closely aligned with the NHS Long Term Workforce Plan, the NHSE Education Quality Framework, and the BTHFT Strategies.



“Bradford’s diverse local population requires a workforce that reflects this diversity and is sensitive to the unique cultural needs of our patients.”

Objectives

1

To develop a competent, capable, caring and sustainable workforce

2

To lead the way in research, innovation and improvement within healthcare education

3

To influence healthcare education and partnerships across the system

4

To provide high quality inclusive learning environments with a culture for lifelong learning

5

To support and empower educators, trainers, supervisors and assessors.

6

To maximise the use of resources and funding to ensure sustainable high-quality education and training

Under the headings of the six objectives of the education strategy we have set out how we intend to develop our staff through the provision of education and training.



1. To develop a competent, capable, caring and sustainable workforce

Short Term Priorities

- Evaluate our current learning needs analysis and develop a systematic approach to identify the organisation's education and development needs. This will guide the design, implementation, and commissioning of education programmes.
- Ensure robust systems are in place to fulfil mandatory and role-essential training requirements, providing assurance that colleagues possess the necessary skills and knowledge for their positions.
- Ensure adequate training capacity to meet demand, with delivery methods and schedules tailored to the needs of all staff groups.
- Ensure a robust preceptorship programme is in place to support newly qualified health care practitioners that meets the national framework standards.
- Enhance our Library and Knowledge Service offer to increase engagement and activity to promote evidence-based practice.
- Review education and training policies to ensure equitable access, use protected characteristics data to monitor equality, and address barriers identified in employee feedback for fair training and development opportunities.
- Develop a new Apprenticeship policy and increase the utilisation of Apprenticeship Levy funding to attract, retain and develop our workforce.
- Revise, implement, and evaluate the Trust's Corporate induction process to ensure all colleagues receive a high-quality, comprehensive, and engaging Trust and local induction programme.
- Provide quality information and guidance on career pathways into our workforce, showcasing the pathways into our Trust and allowing employees to develop and grow within their roles.
- Develop a robust and supportive process for monitoring and managing the wellbeing of our postgraduate doctors in training.
- Develop and implement comprehensive training programs and career development pathways for non-clinical staff to enhance their skills and career progression.

Long Term Priorities

- Provide increased opportunities for apprenticeships, work experience and widening participation to develop career pathways in the Trust.
- Provide training to ensure that our employees have the right skills to meet the demands of our existing and future service needs, including providing care in a digital or virtual way.
- Ensure that all training and education equips employees to provide culturally competent care.
- We will learn from safety events and capture our patients' stories and embed these into education and training.
- Education and training delivery will support improvements to patient safety, and we will have developed outcome measures to assess the impact of training and provide evidence of this.

2. To lead the way in research, innovation and improvement within healthcare education

Short Term Priorities

- Robustly demonstrate a solid evidence base to support the development and delivery of training programmes.
- Enhance the quality of Technology-Enhanced Learning (TEL) provisions by exploring new opportunities for innovation through diverse methods.
- Enhance our visibility at local and national conferences by presenting innovative work conducted in the education department, sharing best practices with colleagues.
- To develop an educator pathway that ensures high standards of excellence and credibility for educators, supported by academic qualifications to underpin their knowledge.
- Experiment with emerging educational technologies such as AI-driven tools, Virtual Reality, Augmented Reality, simulations, and gamified learning to identify and scale successful innovations.

Long Term Priorities

- Engage in education-focused research through collaboration with Higher Education Institutions (HEIs) and clinical areas.
- Extend our TEL offer utilising a strategic partnership approach.
- Ensure education delivery is evidence-based by evaluating its impact.
- Create a framework for ongoing assessment and improvement of education programmes, ensuring they remain relevant and effective as healthcare evolves.
- Develop a dedicated research hub focused on healthcare education, fostering innovation, and producing high-impact research that informs educational practices worldwide.
- Encourage educators to publish findings in high-impact journals and contribute to influential policy discussions, enhancing the organisation's reputation as a leader in healthcare education.
- Evaluate new technological advances in education, adopting those that enhance our educational content, improve learner experience and training quality.



3. To influence healthcare education and partnerships across the system

Short Term Priorities

- Build our widening participation offer working alongside place partners to attract and support local people into Health and Social Care careers.
- Collaborate with clinical service units to enhance education and training, using dashboards and survey feedback for continuous improvement.
- Foster ongoing collaboration including local, regional, and national stakeholders to understand the growth, impacts and opportunities for developing the workforce.
- Work with system partners to ensure a co-ordinated approach to placement expansion to increase capacity in key areas to reflect the workforce needs.
- Collaborate between educational institutions, professional organisations for the development of faculty development programmes, shared resources, mentorship opportunities and communities of practice for simulation-based education.
- Increase collaborative working with partnerships with local higher education institutes, further education colleges, Royal Colleges, professional bodies, and NHS England.

Long Term Priorities

- Work strategically with local education partners to ensure that efforts and investment in widening access are coherent and effective.
- Develop outreach programmes with local schools and colleges to encourage local students to pursue careers within the NHS.
- Work with our partners in mobilising staff to have the education, training, and competence to work across traditional institutional boundaries.
- Adopt the “Skills Passport” allowing our people to transfer skills and experience between organisations.



4. To provide high quality inclusive learning environments with a culture for lifelong learning

Short Term Priorities

- Develop a multi-professional monitoring system that maps practice placement capacity and can be used to support workforce mapping.
- Continue to foster a culture that promotes the importance of learning, development and support for students and trainees within the Trust.
- Robustly review all internal and external quality assessment data and proactively respond, highlighting best practice and areas for development.
- Develop and embed a culture of kindness and compassion in the learning environment to promote a positive learner experience.
- Implement the Safe Learning Environment Charter into our learning environments and have a continuous improvement approach to development and implementation of initiatives.
- Create opportunities for learners to engage in interdisciplinary activities, fostering collaboration across different healthcare specialties and promoting a holistic approach to education.
- Ensure our learning environments are equipped to provide experiences that are inclusive to the needs of learners and respect the individual's preferred way of learning.
- Integrate cultural competency training into learning environments, ensuring that educators and learners alike are equipped to navigate and respect the diverse backgrounds and experiences of all individuals.
- Maintain a robust governance framework for the delivery of all education provision.

Long Term Priorities

- Grow our regional reputation as a high-quality provider of healthcare professional education and training.
- Develop innovative practice in mobilising evidence and organisational knowledge via the Library and Knowledge Service.
- Provide quality placement expansion through innovative models of supervision that provide capacity in patient care and bridge health inequalities.
- Facilitate placements that enable learners to develop skills which seamlessly transition into the workforce.
- Develop and promote clear lifelong learning pathways that encourage continuous professional development and the pursuit of advanced qualifications, supporting career progression within healthcare.



5. To support and empower educators, trainers, supervisors and assessors

Short Term Priorities

- Ensure that provision and capacity for supervision and assessment training is linked to the local and regional workforce projections.
- Protect educator time across all professional groups, by ensuring that appropriate time is built into job plans, roles, and duties, to support development of learners.
- Ensure that clinical educators have the support, capability, and competence to provide high quality training and support to all learners within the Trust that is aligned to the NHSE Educator Workforce Strategy.
- Empower educators to support implementation of reasonable adjustments and supportive action plans to facilitate learner achievement.
- Provide effective Continuing Professional Development opportunities for educators, incorporating the learners voice and experience.
- Implement formal recognition programmes, such as awards or certifications, to acknowledge the contributions of educators and motivate them to maintain high standards in their teaching and assessment roles.
- Provide ongoing professional development opportunities for educators to stay current with the latest educational research, technology, and teaching methodologies.
- Provide training in digital tools and platforms to ensure educators are proficient in using technology to enhance learning experiences and manage educational processes efficiently.

Long Term Priorities

- Enhance collaboration with clinical service units and professional development educators for consistent support and unified delivery of education as a cohesive team.
- Establish and promote transparent career pathways to assist individuals aspiring to professional roles in education, and to support educators in advancing their careers through continuing professional development opportunities.
- Encourage a culture of continuous improvement by facilitating regular reviews of teaching practices and promoting the adoption of innovative methods and approaches in education.
- Encourage interdisciplinary training for educators, enabling them to collaborate across different education teams and teach across various specialties, thereby enhancing the versatility and adaptability of the educational workforce.



6. To maximise the use of resources and funding to ensure sustainable high-quality education and training

Short Term Priorities

- Implement the education marketing strategy to establish the Education Service as a key provider of education and training within the health and social care sector, leveraging opportunities to generate revenue.
- Develop resources for employees outlining how they can access skills and career development opportunities during the annual appraisal process, including information on available funding opportunities.
- Create education dashboards for each Clinical Service Unit (CSU) to showcase metrics for improvement and success, promoting good practices and identifying areas for enhancement in a consistent manner.
- Optimise the utilisation of education funding from tariff and other sources to align to workforce planning, commissioning intentions and Trust strategic objectives.
- Utilise positive action strategies to allocate funding effectively, promoting the advancement of equality, diversity, and inclusion.
- Encourage collaboration between departments to share resources, reduce duplication of efforts, and create cost-effective, cross-functional training initiatives.

Long Term Priorities

- Provide transparency on the use of education funding, with a focus on value for money and evidence of positive outcomes for our learners and wider workforce.
- Establish systems and methodologies to assess and report the impact of our investment in education and training, and to determine the return on investment for the organisation and regional education commissioners.
- Establish a long-term financial planning process for education and training initiatives, ensuring alignment with organisational goals and sustainability over time.
- Develop sustainability strategies for education, reviewing processes to identify efficiencies and ensure future readiness.
- Develop education facilities to ensure equity of access and to participate in future capital planning for education facilities, ensuring they are equipped for future needs.
- Invest in scalable, cost-effective educational technologies that can deliver high-quality training to a larger audience with reduced operational costs.



Delivering our strategy

This strategy outlines our key goals for 2025–2030 and is supported by a detailed implementation plan that will guide how we achieve them. These deliverables will be integrated into both team and individual objectives, ensuring that every team and team member has a clear understanding of how their daily work contributes to our overarching strategic goals. Progress will be closely monitored through Education Team and Education Leads meetings, with updates provided in an annual report to the People Academy and its sub-committees. Additionally, this strategy will undergo an annual review to ensure its alignment with the Trust's vision and Workforce Strategies.

